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ABSTRACT

A needs assessment was conducted with clients of the Rehabilitation Center for Brain Dysfunction (Irvine, California) and other local populations of learning-disabled adults. This report discusses the background of the problem addressed by the needs assessment, presents the results of an in-depth analysis of the responses to the survey instrument, and makes suggestions for continuing efforts in the estimation of the needs of and provision of services to learning-disabled adults. An initial survey conducted in 1985 involved 28 clients, 26 parents of clients, and 16 professionals. In 1987, demographic questions were added to the survey instrument and the instrument was administered to 42 Center clients and 28 other learning-disabled young adults. Results of the needs assessment indicated, among other things, that vocational skills are the most important factor in a learning-disabled adult's successful transition. Parents felt that social skills were also very important, while professionals did not believe that either social skills or independent living skills were very important to success. A direct correlation was seen between learning-disabled adults' age and their perceptions of the importance of vocational skills. Male learning-disabled adult respondents indicated a lower needs priority in all categories compared to female respondents. Appendices include the survey instruments, a table of means of responses, suggestions for additional research, and a list of strategies for responding to identified needs. (JDD)

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A Needs Assessment for Learning Disabled Adults

Education Transition Center

Program, Curriculum, and Training Unit
California State Department of Education
Special Education Division
Sacramento, California

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A Needs Assessment for Learning Disabled Adults

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The successful completion of this Needs Assessment for Learning Disabled Adults would not have been possible without the following.

The perseverence of Judi Hosking who coordinated the "First Half" of the project, and whose premature departure postponed its completion. Judi's initial efforts were so positive and enthusiastic that eventual completion of this project was never far from our thoughts during the two year's hiatus in working on the project. Thanks, Judi. We here at RCBD still miss you.

The active and substantial participation of the project's initial Professional Advisory Board, who once they overcame their surprise that a Needs Assessment of this sort was going to be attempted, gave freely of their time and expertise. The quality of the final results can be traced directly to their early involvement. The individuals who comprised this Board are listed elsewhere in this report.

The supportive, flexible, "can-do" attitude of the staff of the Education Transition Center, especially Patt Kearly and Heather Kaney. Their well thought-out and sensitively implemented grants management program moved the completion of this project along quickly but with a constant attention to quality and the purpose of the grant. The early constructive criticism of the grant proposal, facilitated by their process, significantly improved the results of this project.

The "above the call of duty" effort of "Second Half" coordinator Roberto "Bob" Salinas. Bob's willingness to do whatever was required to insure the success of the project was clear evidence of his care and concern for this special group of people.

The generous contribution of the statistical and methodological expertise and computer capability of the California State Developmental Research Institutes, made possible by Francis M. Crinella, Ph.D., Director and Todd Fisher, Research Assistant. Their contributions are significant and obvious in the final results presented on the following pages.

And the dedication of Sharon Tarnay, whose committment to the quality of the presentation of the final report equalled the preceding committment to the quality of the content of that report.

To all of you, on behalf of the learning disabled adults who will benefit from your efforts, thank you very much.

Chip Clitheroe
Project Director

INTRODUCTION

The Rehabilitation Center for Brain Dysfunction (RCBD) is dedicated to enabling young adults with functional brain impairment to become successful, happy, productive people and members of society. RCBD's services are primarily vocational, directed toward enabling learning disabled young adults to acquire and maintain full or part-time competitive employment in the community. In 1985, as RCBD began to develop its services programs, a Needs Assessment was conducted with current clients, their parents, and professionals familiar with learning disabled adults. After carefully refining the survey instrument, and administering the survey to clients, parents and professionals, completion of the project was postponed due to the departure of a key staff member and a lack of funding.

In May of 1987 RCBD applied for and was awarded a Transition Grant by the California State Department of Education/Education Transition Center to complete this Needs Assessment. Based on comments received from grant proposal reviewers, and a discussion group at the Project Director's Conference (for all 1987 Transition Grant recipients) held May 11, 1987 in Sacramento, RCBD revised the proposed scope of work to include: (1) re-testing clients who responded to the survey in 1985; and (2) identifying and testing other local populations of learning disabled adults. Both of these changes were intended to improve the validity and usefulness of the survey instrument. As a result of these changes in the scope of work, RCBD was not able to involve clients' parents and appropriate professionals to the extent indicated in the original proposal. RCBD believes, however, that the changes proved to be quite effective, and that accomplishment of the overall goals of the project was significantly enhanced because of these procedural modifications.

The following report discusses the background of the problem addressed by the Needs Assessment, presents the results of an in-depth analysis of the responses to the survey instrument, and makes pertinent comments and suggestions for continuing efforts in the estimation of the needs and provision of services to learning disabled adults. This report incorporates all of the "products" indicated in the grant proposal:

Final Report of Results
Validated Survey Instrument(s)
List of Strategies for Responding to Identified Needs
Suggestions for Additional Research
Publishable Articles Describing Results

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BACKGROUND

Learning disabled adults in California are a large, under- and poorly-served segment of the state's population. The size of this population can only be estimated by considering "special education" students in primary and secondary schools in California. Once learning disabled adults leave high school, no reliable records or trace of their status is maintained.

In 1985 some 356,000 children received special education services in California (Forness, 1985). And while California remained well below the national average in terms of mentally retarded children receiving special education, it was well above the average in terms of special education services to learning disabled children (Sontag, 1983). The numbers of learning disabled receiving special education services increased with the inception of Public Law 94-142. Data collected in 1976-77 prior to the implementation of PL 94-142 indicated that approximately 75,000 special education students were classified as learning disabled. In 1981-82, when the law had become fully operational, that figure increased to 190,700, representing a 156% gain (Data File, 1983).

The dramatic increase in the numbers of learning disabled children receiving special education services as a result of PL 94-142 underscored some important facts: (1) the size of this population was much greater than had been estimated; (2) the needs of these people, especially as adults, were poorly understood, and consequently appropriate services were unavailable; and (3) little was known about what happened to learning disabled young adults attempting to make the transition from school to the "real world".

A number of authors have produced studies which indicate that services for learning disabled children in the special education curriculum have been inadequate. They report that, in many cases, instructional programs were planned and implemented based on a set of loosely identified skills that did not always relate to the immediate and future transitional needs of this special population (Peters, 1987). The same report also indicates that teachers seemed generally reluctant to complete comprehensive (across several curricular areas) assessments of their students' current functional abilities/deficits. In addition, Halpern and Benz (1984) found in their study that almost 25% of special education teachers surveyed did not include vocational topics in their curricula. When efforts were made to develop programs for learning disabled people, uncertainty as to who should coordinate the system only served to further dilute the effectiveness of services. Over half (60%) the administrators surveyed stated that special educators should assume this responsibility, whereas only 30% of the special educators believed that coordination of vocational services should be their responsibility (Halpern and Benz, 1984).

Research on vocational adjustment of the handicapped has focused primarly on the mentally retarded. Okolo and Sitlington (1986) report that in contrast, little information is available on individuals identified as learning disabled who have left school and are attempting to function as adults. In 1985, the National Joint Committee on Learning Disabilities presented a position paper on

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adults with learning disabilities which reflected a modicum of appropriate diagnostic procedures for assessing and determining the status and needs of adults with learning disabilities. This paper called for concentrated studies which seek to identify the needs of learning disabled adults, and to provide impetus for effective planning, design, and implementation of appropriate services.

hartman and McDonnell (1987) suggest that the process for developing an effective transition plan for learning disabled adults begins with the determination of each individual's needs, followed by targeting appropriate post-school services, and the development of a formal plan. Other authors agree that effective transition services for learning disabled adults should be based on accurate assessment of each individual's needs (Clark and Knowlton, 1987). Effective services planning should, in turn, be based on aggregrate assessment of the needs of the population.

Current discussions in the relevant literature focus on the development of services to improve learning disabled adults' social and interpersonal skills, and their vocational skills. But there is disagreement about which are most important, and which should be provided first. Job-related academics and specific vocational skills are increasingly seen as contributing significantly to the ability to compete for employment (Okolo and Sitlington, 1986). But other authors postulate that improved social and interpersonal skills are pre-requisite to initial and especially long-term vocational success (Clark and Knowlton, 1987) (Schumaker, Pederson, et. al., 1985). And still other authors express interest in the needs/status of learning disabled adults related to independent living (Halpern, 1985). Concerning needs assessment of this population, other authors point out the importance of examining both immediate and long-term needs, for monitoring needs as individual's circumstances change over time, and to conduct longitudinal studies of groups of learning disabled adults (Bellamy, 1985). There is general agreement that the design, delivery and modification of services to learning disabled adults should be needs-based (Knowlton and Clark, 1987).

METHODS

The project funded by the Transition Grant which is the subject of this report is actually the second "half" of a Needs Assessment project conducted by RCBD in 1984. In order to fully describe the methods involved in this effort, both "halves" of the Needs Assessment will be described separately.

Pre-Grant Methods/The "First Half"

RCBD recognized the importance of conducting a Needs Assessment of its client population, learning disabled young adults, in late 1984. By early 1985, a plan for conducting a Needs Assessment had been defined, and was initiated in April, 1985.

Literature Search

Initial efforts included a nation-wide bibliographic search. Very little information of any kind concerning learning disabled adults was found, and even less information was available concerning this population's needs or the services provided to them. Some key resources were discovered: researchers at the University of Kansas; a support/services/referral program at Adelphi University (New York); and a variety of professionals beginning to deal with learning disabled adults in Northern California. Most of these individuals were recruited to participate on the Professional Advisory Board developed to assist with the Needs Assessment. (Please see attached list of Professional Advisory Board members.)

Development of Needs Assessment Survey Instrument

Not finding previous examples of instruments developed for learning disabled adults or similar populations, RCBD approached the development of a Needs Assessment Survey Instrument very carefully. RCBD first conducted informal input sessions with its current clients and separate sessions with their parents. These sessions yielded lists of "concerns" or problems encountered by learning disabled young adults in their attempts to become successful and self-sufficient. RCBD compiled this input and asked the Professional Advisory Board (PAB) to comment on these potential "needs". Every PAB member responded, some enthusiastically writing pages of responses and offering extensive suggesions for conducting a Needs Assessment.

RCBD combined the input from the PAB with the input from clients and parents, and defined a list of "needs" to ask about. RCBD next involved volunteer experts in the areas of survey design and analysis who assisted in defining the actual structure of the survey and the wording of questions. The draft survey was sent to the PAB for their critique, and the final survey was "fine-tuned" based on their comments. Several "features" of the Survey Instruments are important:

(a) The survey essentially asks one simple question ("How important is....") with several "objects", i.e. needs. This was done for several reasons:

-to accommodate the limited language proficiency of some learning disabled young adults;
-to encourage consistently comparative responses among all needs by each respondent;
-to facilitate consistently comparable responses between learning disabled young adults and other groups of survey respondents (e.g. parents); and
-to encourage learning disabled young adults to completely respond to the survey by limiting required comprehension to one question.

(b) The survey was produced in three "versions". The 'learning disabled adult' version repeats the response scale immediately below each question which is stated in full, obviating the need for the respondent to remember or refer back to a scale or question beginning somewhere else on the page, and thus interrupt cognitive response to the question. The 'parent' and 'professional' versions assume greater cognitive ability and minimize the time required to complete the survey by including columns of responses keyed to the scale at the top of the page, and by listing only the "objects"/needs which complete the beginning of the question at the top of the page, rather than printing each question in full. Each version addresses each question ('client') or the general question ('parent' and 'professional') to the respondent group, as follows:

'client': "How important is it to you....."
'parent': "How important is it to your son or daughter....."
'professional': "How important to a learning disabled adult....."

(c) Similar to the use of a single question format, a single, simple response format/scale is used. In an effort to more clearly discriminate responses, a three point scale was selected.

assumed NEUTRAL response: Less Important
assumed POSITIVE response: Important
assumed VERY POSITIVE response: Very Important

(d) Needs are grouped in four categories or 'constructs', based primarily on original input from clients and parents, and subsequent critique from professionals. The four categories are:

needs category/'constructs'	# of questions
Coping Skills Needs	14
Social Skills Needs	12
Vocational Skills Needs	10
Independent Livings Skills Needs	14

Questions were scattered throughout the survey, not listed in

...5...

categories. Although not evident in the literature at the time the survey was developed, these same categories of needs/services, especially vocational and social skills, are currently "hot" topics in relevant professional publications.

Initial Survey Administration

This survey was distributed in February, 1985 to the following groups with the following response:

Group/Feb. 1985	#surveys sent out	# surveys completed/ returned	% response
RCBD Clients (learning disabled young adults)	38	28	74%
Parents of clients	41	26	63%
Professionals	33	16	48%

Most of the client responses were facilitated in small group sessions in which RCBD staff answered questions about how to complete the survey, and the meaning of some questions. Remaining clients, and parents and professionals were mailed copies of the survey, with return envelopes, and mailed back their responses. All survey responses were anonymous.

Grant Methods/The "Second Half"

Following receipt of Transition Grant funding in May 1987, RCBD was able to resume work on the Needs Assessment.

Review of Literature

RCBD conducted another review of relevant literaure and discovered that much more was being written about adult disabled populations, but that little concrete information about learning disabled adults in general and the needs of this special population in particular was available. A bibliography containing the references included in this report, and representing some of the information available in the field, is included as an appendix to this report.

Reconsideration of Survey Instrument Design

RCBD first reconsidered the survey instrument's design. It was determined that the questions and response scale were adequate. A few important demographic questions were added on a "facesheet" which accompanied the survey, to facilitate a more precise evaluation of

responses and to provide general background information about the population, including:

-age
-sex
-employment status
-living/not living at home

Additional Administration of Survey

Based on comments received from grant proposal reviewers, and a discussion with other grant recipients, RCBD agreed that the validity and usefulness of the survey instrument would be enhanced by administration of the survey instrument to additional groups of learning disabled young adults, and incorporated this task into the project's scope of work. The survey was distributed to the following groups with the following response:

Group/June-August 1987	#Surveys sent out	# Surveys returned/ completed	% response
(all learning disabled young adults)			
RCBD Clients			
1985 Respondents/Re-Surveyed	23	9	39%
Current Clients/Facilitated	17	17	100%
Current Clients/Mailed	25	16	64%
Current Clients/Total	65	42	65%
Participants: North Orange County Regional Occupational Program (NOCROP)	20	13	65%
Participants: Centennial Center, Rancho Santiago College (Centennial)	17	15	88%

RCBD's former clients who had responded to the survey in 1985 were mailed copies of the survey with return envelopes, and mailed back their responses. RCBD attempted to facilitate current clients' response in small group meetings. Additional surveys were mailed to current clients who did not attend the small group meetings, with return envelopes, and responses were mailed back. Telephone follow-up to recipients of mailed surveys who did not respond by the requested date was also conducted, and significantly improved the response rate.

The NOCROP respondents are learning disabled adults participating in vocational training, preparation and placement programs. NOCROP staff facilitated the administration of the survey to its clients in small groups.

...7...

The Centennial Center respondents are learning disabled young adults participating in remedial education. RCBD staff facilitated their response in small groups conducted at Centennial Center.

Analysis of Survey Responses

RCBD analyzed survey results using expert volunteer assistance from the (California) State Developmental Research Institutes. The mean ($\bar{X}$) response to each question was calculated for each of the following sample partitions:

(1) -Total Learning Disabled Young Adults
(2) -Total RCBD Clients
(3) -RCBD Clients (1985)
(4) -RCBD Clients (1987)
(5) -NOCROP
(6) -Centennial
(7) -RCBD Clients (1985) Re-Surveyed (1987)
(8) -Males
(9) -Females
(10) -Not Employed
(11) -Total Employed
(12) -Full Time Employed
(13) -Part Time Employed
(14) -Living at home
(15) -Not living at home
(16) -Age: 18-25 years
(17) -Age: 26-35 years
(18) -Age: 36+ years
(19) -Education: 9 or less years
(20) -Education: 10 - 12 years
(21) -Education: more than 12 years

and for two non-learning disabled adult respondent groups:

(22) -Parents of Learning Disabled Adults
(23) -Professionals Familiar with Learning Disabled Adults

The means for questions were next aggregated for the constructs described earlier (coping skills needs, social skills needs, vocational skills needs, and independent living skills needs) and an average of the means determined for each category. RCBD has begun to perform multi-variate analysis of the responses (e.g. 'employed females' vs. 'employed males'), but this analysis is not available as of this report's date. A complete description of survey results is included in the following section of this report.

Dissemination of Survey Results

As described in the grant proposal, RCBD has prepared and will appropriately disseminate "tailored" versions of the survey results to the following groups:

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Learning Disabled Adults Studied"
(general press release)
"Needs Assessment of L.D. Adults Completed"
(article/handout/mailer for professionals)
"LD Needs Assessment Results Available"
(short article-announcement/Special Ed emphasis)

RCBD also intends to produce a journal-quality article suitable for publication in the Journal of Learning Disabilities and/or similar publications, following completion of additional statistical analysis and research.

RESULTS

Definition of Terms

The following discussion of the results of this Needs Assessment project requires some preliminary explanatary comments. Copies of the survey instrument are included as an appendix to this report, and a quick review of these would aid the reader's understanding of the following discussions.

As described in the "Methodology" section of this report, RCBD categorized the 50 assessment questions into four "constructs" or response groupings:

> "Coping Skills Needs" such as 'to become more aware of (my) emotions' or 'to deal with feelings of worry' represented by 14 questions: #1, #3, #8, #11, #12, #13, #14, #15, #37, #38, #40, #41, #49, #50.
>
> "Social Skills Needs" such as 'to be able to be more comfortable in different social situations' or 'to have more friends' represented by 12 questions: #2, #4, #9, #10, #22, #30, #31, #32, #33, #36, #39, #48.
>
> "Vocational Skills Needs" such as 'how to act appropriately in a job situation' or 'to know more about (my) vocational talents' represented by 10 questions: #6, #7, #26, #28, #29, #42, #43, #44, #45, #46.
>
> "Independent Living Skills Needs" such as 'to learn how to manage money' or 'to learn how to better use public transportation' represented by 14 questions: #5, #16, #17, #18, #19, #20, #21, #23, #24, #25, #27, #34, #35, #47.

The Figures which follow graphically display the perception of the importance of these categories of needs by different respondent groupings.

The mean (or average) response was calculated for each question for each of the 21 sample "partitions" of learning disabled adult respondents and the two groups of non-learning disabled adult respondents indicated in the "Methodology" section of this report. These means were then aggregated into the preceding constructs and the average mean, representing the group's overall perception of the importance of each construct, was determined. The response scale on which this computation is based is as follows:

a response of	was given a value of
"less important"	0.0
"important"	1.0
"very important"	2.0

Thus a mean response, or an average mean response, of 1.500 is "half-way" between "important" and "very important" and would be considered a significant response. A complete "Table of Means" ...10...

describing each group's response to each question is included as an appendix to this report.

Demographic Description of Respondents

Although 89 learning disabled adults responded to the questionnaire, only 88 completed the demographic portion of the survey. Thus the following demographic partitions of survey respondents each include 88 responses. These demographic partitions were used to more specifically analyze survey responses (see Figures 3 thru 8). Additional multi-variate analysis linking two or more demographic parameters (e.g. employment and age) could be even more revealing.

Sex of Respondents
- 54 Male
- 34 Female

Age of Respondents
- 44 18-15 years
- 38 26-35 years
- 6 36+ years

Education of Respondents
- 10 0-9 years
- 65 10-12 years
- 13 13+ years

Residence of Respondents
- 62 Living with Parents
- 26 Not Living with Parents

Employment Status of Respondents
- 41 Total Employed
- 20 Part-time Employed
- 21 Full-time Employed
- 47 Unemployed

Discussion of Results

Several of the results of the completion of this Needs Assessment project are important.

(1) There seems to be general agreement among assessment respondents that the need to acquire effective VOCATIONAL SKILLS is the most important factor in a learning disabled adult's successful transition toward independence. (Figure 1)

(2) Analysis of responses from four different groups of LD adults from three different agencies were generally similar, and observed differences explainable by inherent differences among the groups, tentatively supporting the generalizability of assessment results to all LD adults, and generally supporting the reliability of the assessment instrument for different groups of LD adults. (Figure 1)

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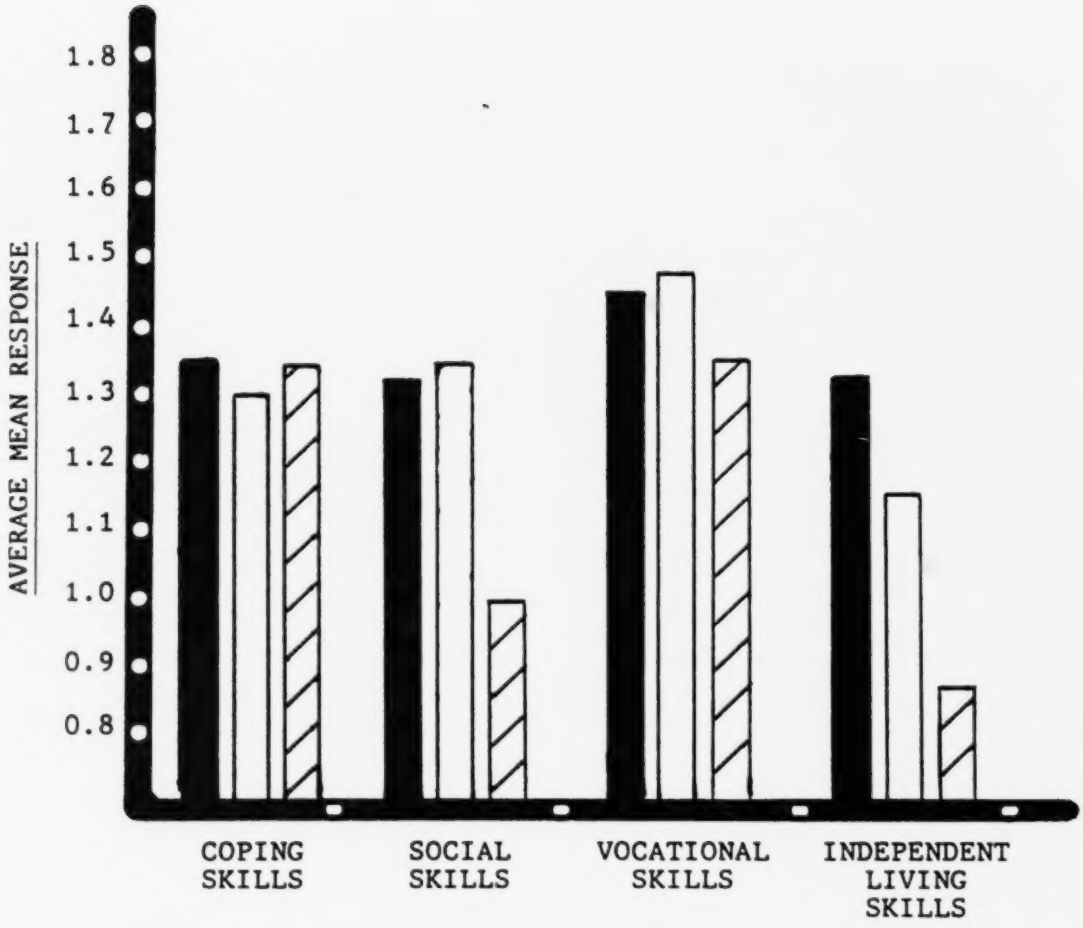

Figure 1: PERCEPTION OF NEEDS OF LEARNING DISABLED ADULTS BY DIFFERENT GROUPS

Learning Disabled Adults (n=89)

Parents of Learning Disabled Adults (n=26)

Professionals Familiar with Learning Disabled Adults (n=16)

response scale
0.0 = less important
1.0 = important
2.0 = very important

(3) There is little agreement among learning disabled adults, their parents and professonals, however, about the importance of the remaining categories of needs: COPING SKILLS, SOCIAL SKILLS and INDEPENDENT LIVING SKILLS. While parents respond that Social Skills Needs are important, the professionals surveyed did not seem to believe that either Social Skills Needs or Independent Living Skills Needs were very important to a learning disabled adult's success. The very low mean responses to those two categories by professionals may, in fact, be anomalous for some reason. (Figure 1)

(4) The responses of the different groups of learning disabled young adults seem to support Abraham Maslow's classic proposition that "A satisfied need ceases to be a motivator", i.e. that NEEDS WHICH ARE BEING ADDRESSED become less important to the individual.

4.1) The highest average mean response of a learning disabled adult group was recorded by the participants at Rancho Santiago's Centennial Center ($\bar{X}$=1.733) in response to the importance of Vocational Skills Needs. These young adults receive little if any vocational skill training or assistance. (Figure 2)

4.2) Contrary to the Centennial respondents, the lowest mean response of the North Orange County Regional Occupational Program participants was their response to the importance of Vocational Skills Needs. The NOCROP program provides essentially vocational services to its clients. (Figure 2)

4.3) RCBD's clients responded with lower means in every category than either Centennial or NOCROP respondents. RCBD programs represent a full range of client services including Coping Skills and counseling, Social Skills training and involvement opportunities, Vocational assessment, placement and follow-up services, and some Independent Living Skills training. (Figure 2)

(5) There was a clear, direct correlation between learning disabled adult perceptions of the importance of VOCATIONAL SKILLS NEEDS AND AGE. As learning disabled adults get older, their perceived need for vocational skills also increases. The highest average mean response ($\bar{X}$=1.800) in the demographic partitions of the data is the perceived importance of Vocational Skills Needs as expressed by those over 35 years of age. (Figure 6)

(6) There was some indication that the perceived importance of Coping Skills Needs DECREASES WITH EDUCATIONAL LEVEL. (Figure 7)

(7) MALE learning disabled adult respondents indicated a lower needs priority in all categories than FEMALE respondents. This result is as yet unexplained, but may have something to do with gender-related role expectations and/or the data ...13...

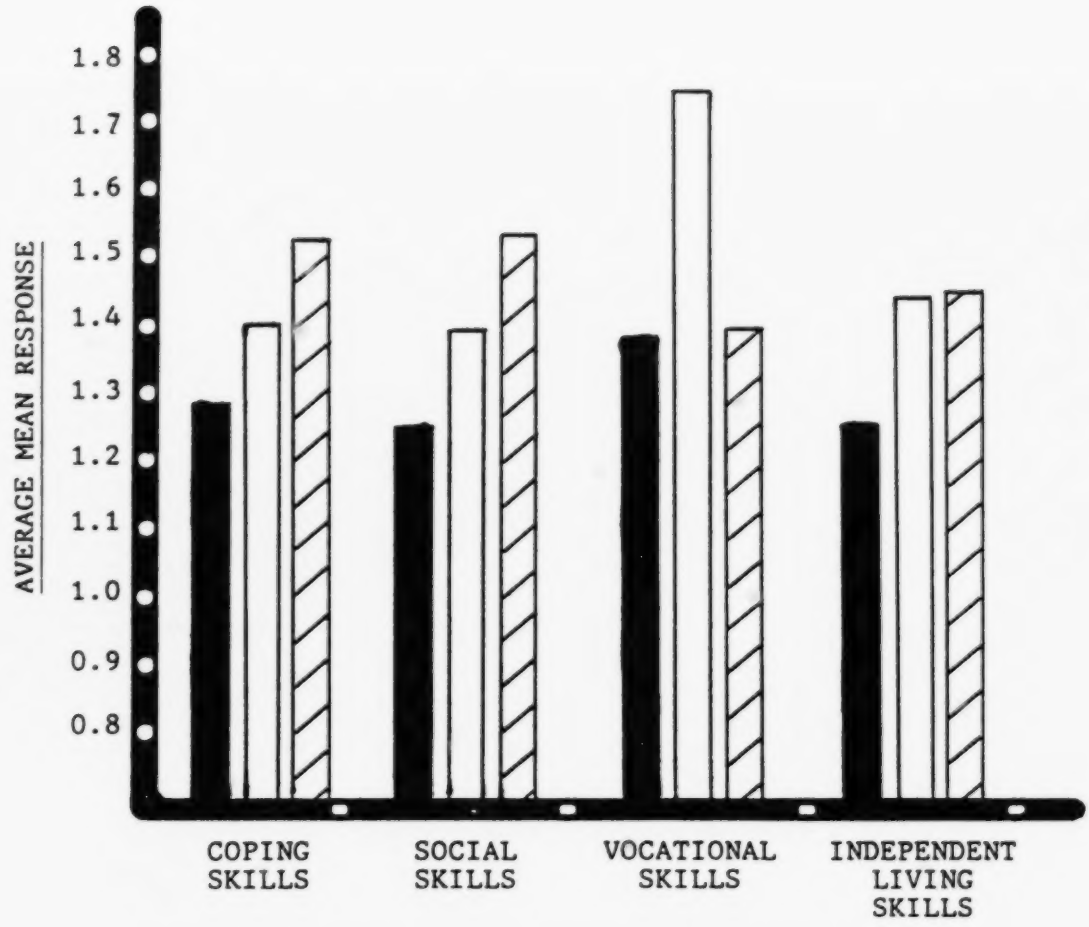

Figure 2: PERCEPTION OF NEEDS BY DIFFERENT GROUPS OF LEARNING DISABLED ADULTS

RCBD Clients (n=61)

Centennial Center Participants (n=15)

North Orange County Regional Occupational Program Participants (n=13)

response scale
0.0 = less important
1.0 = important
2.0 = very important

collection method (small groups). Both male and female learning disabled adult respondents agreed, however, that the need for Vocational Skills is most important. (Figure 3)

(8) It is possible, based on responses to the survey, that being EMPLOYED is an extremely important factor in a learning disabled adult's self-esteem and sense of security. Employed learning disabled adults felt that all of the categories of needs were less important, except Vocational Skills Needs, than did UNEMPLOYED respondents. Although they are working, employed learning disabled adults feel even more strongly than unemployed learning disabled adults that Vocational Skills are important needs. (Figure 4)

(9) The results comparing responses of respondents who were or were not LIVING WITH PARENTS seem inconclusive. This could be because this is not perceived to be an important factor by learning disabled adults, or because other factors (e.g. being employed) are more important, or for some other methodological or other reason. (Figure 5)

(10) There is some evidence that until learning disabled adults become employed, they perceive Vocational Skills to be their greatest needs. FOLLOWING EMPLOYMENT, Social Skills Needs seem to become perceived as their most important need. The small response size on which this contention is based make it tentative at best, but nonetheless very interesting. (Figure 8)

Non-Assessment Results

The original efforts related to this Needs Assessment and the recent efforts to complete it have yielded several other outcomes which are far from trivial.

(11) RCBD has established and maintained contact with a variety of related professionals and agencies, and has been able to refer these resources to each other. This NETWORKING has definitely helped improve RCBD's services. The dissemination of these results will further enhance these networking relationships.

(12) Similarly, RCBD has already used the results of this assessment to IMPROVE SERVICES. The initial results in 1985 clearly pointed to the priority of vocational services. RCBD has incorporated this emphasis in services planning and implementation.

(13) The INVOLVEMENT of RCBD's clients and their parents in the assessment process has had a positive effect in and of itself. By encouraging self-expression, providing an acceptable forum for discussion of these personally meaningful subjects, and by carefully and critically considering relative importance (a difficult cognitive task for many learning disabled adults), the assessment process itself has provided a service to RCBD's clients and their families. ...15...

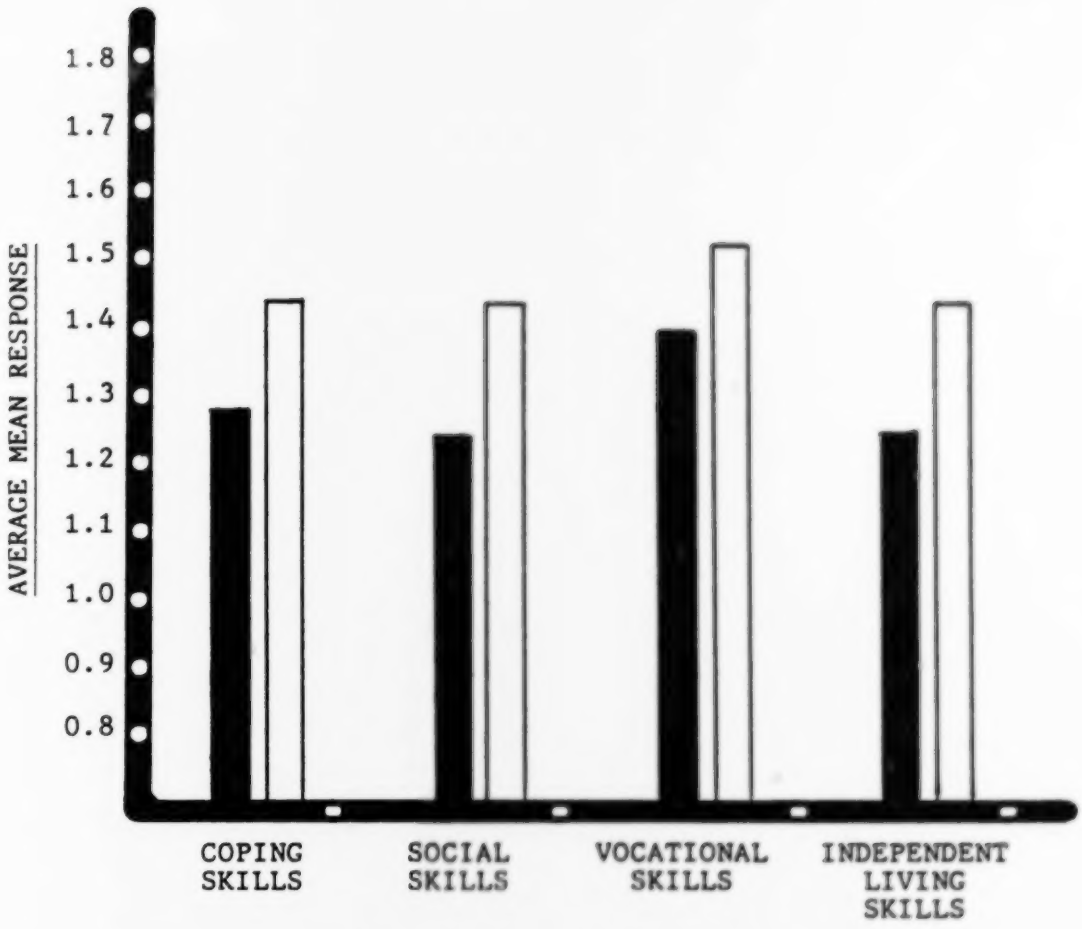

Figure 3: PERCEPTION OF NEEDS BY LEARNING DISABLED ADULTS BY SEX OF RESPONDENT

Male (n=54)

Female (n=34)

response scale
0.0 = less important
1.0 = important
2.0 = very important

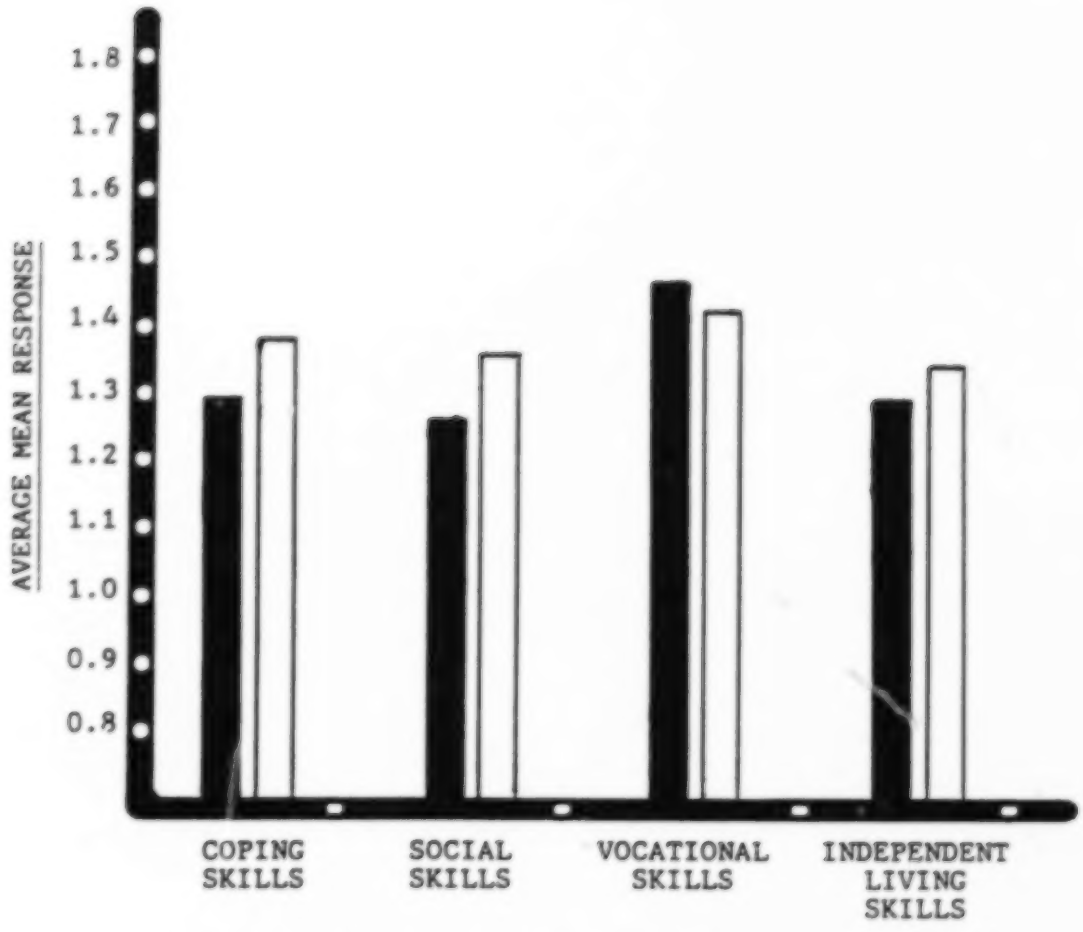

Figure 4: PERCEPTION OF NEEDS BY LEARNING DISABLED ADULTS BY EMPLOYMENT STATUS OF RESPONDENT

Employed (full or part time) (n=41)
Not Employed (n=47)

response scale
0.0 = less important
1.0 = important
2.0 = very important

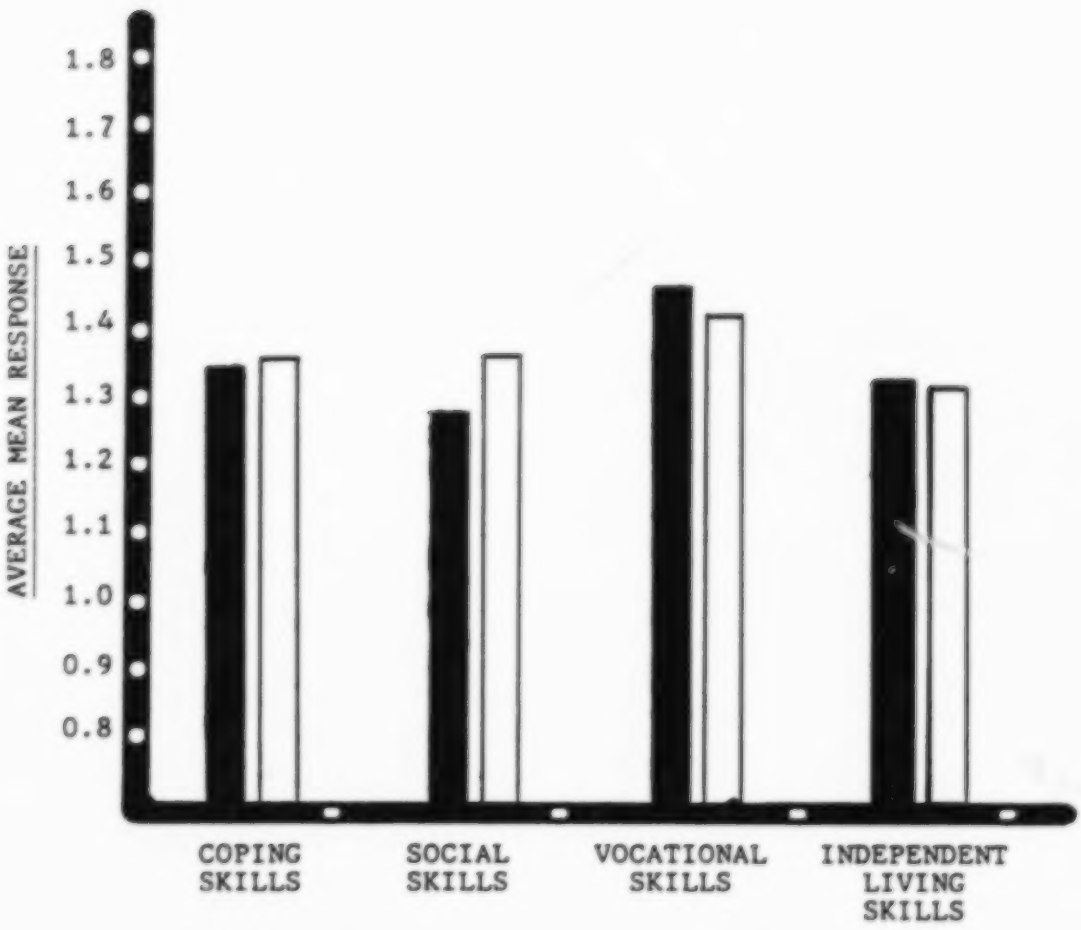

Figure 5: PERCEPTION OF NEEDS BY LEARNING DISABLED ADULTS BY RESIDENCE WITH PARENTS STATUS

Live with Parents (n=62)
Not Live with Parents (n=26)

response scale
0.0 = less important
1.0 = important
2.0 = very important

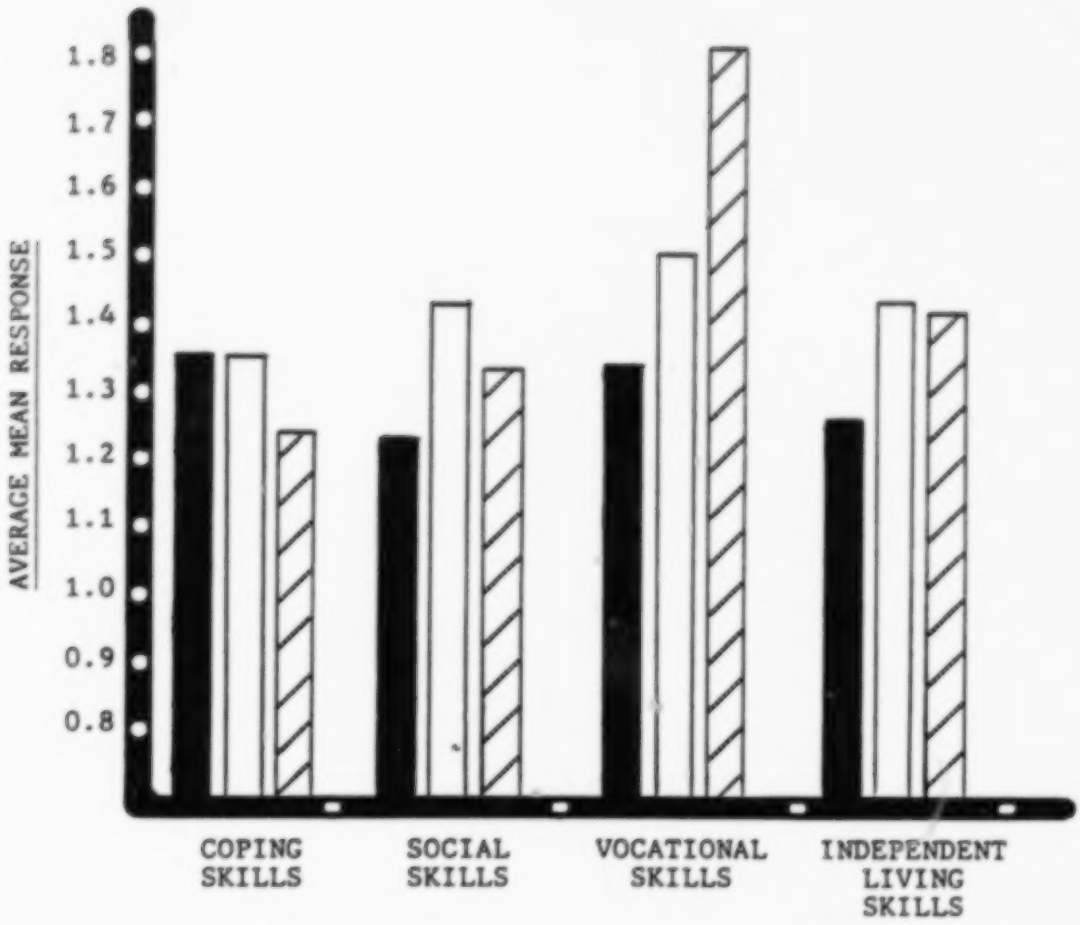

Figure 6: PERCEPTION OF NEEDS BY LEARNING DISABLED ADULTS BY AGE OF RESPONDENT

Age/18-25 years
Age/26-35 years
Age/36 or more years

response scale
0.0 = less important
1.0 = important
2.0 = more important

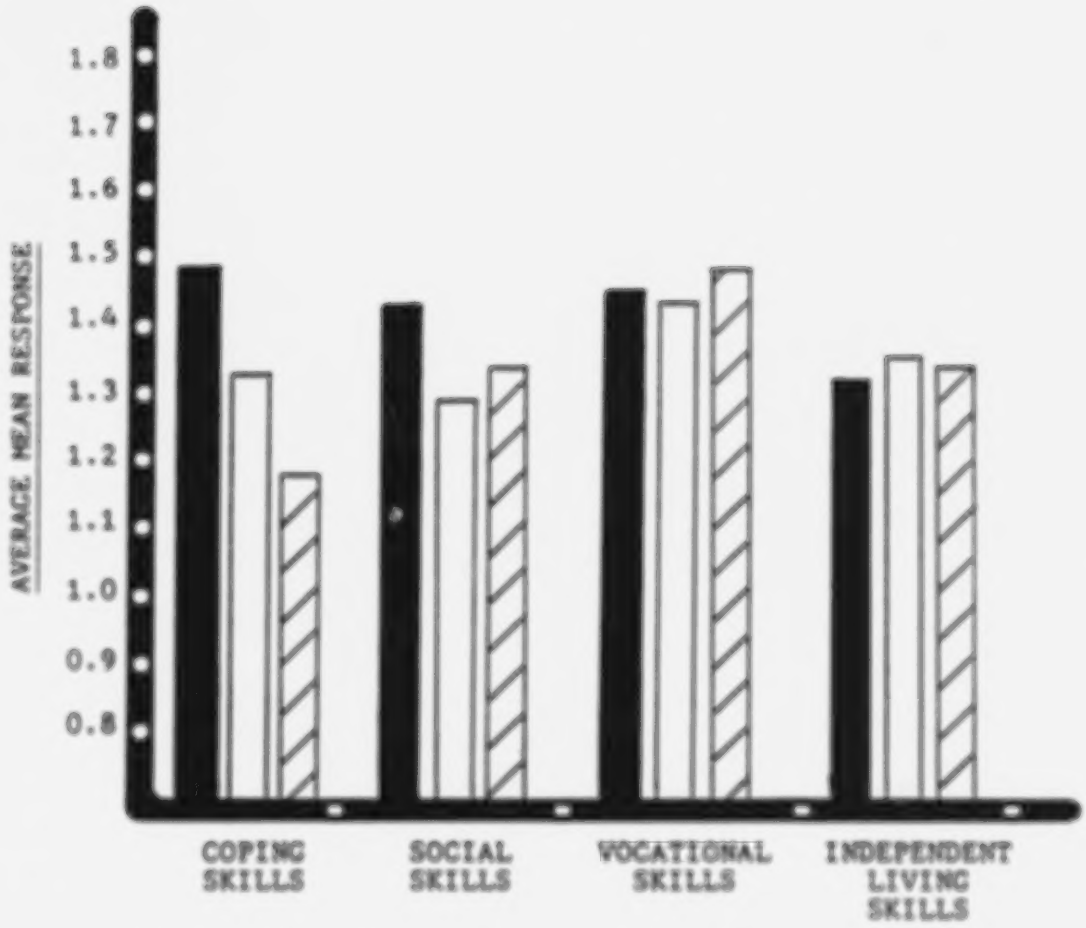

Figure 7: PERCEPTION OF NEEDS BY LEARNING DISABLED ADULTS BY LEVEL OF EDUCATION OF RESPONDENT

Education/9 or less years
Education/10 - 12 years
Education/more than 12 years

response scale
0.0 - less important
1.0 - important
2.0 - more important

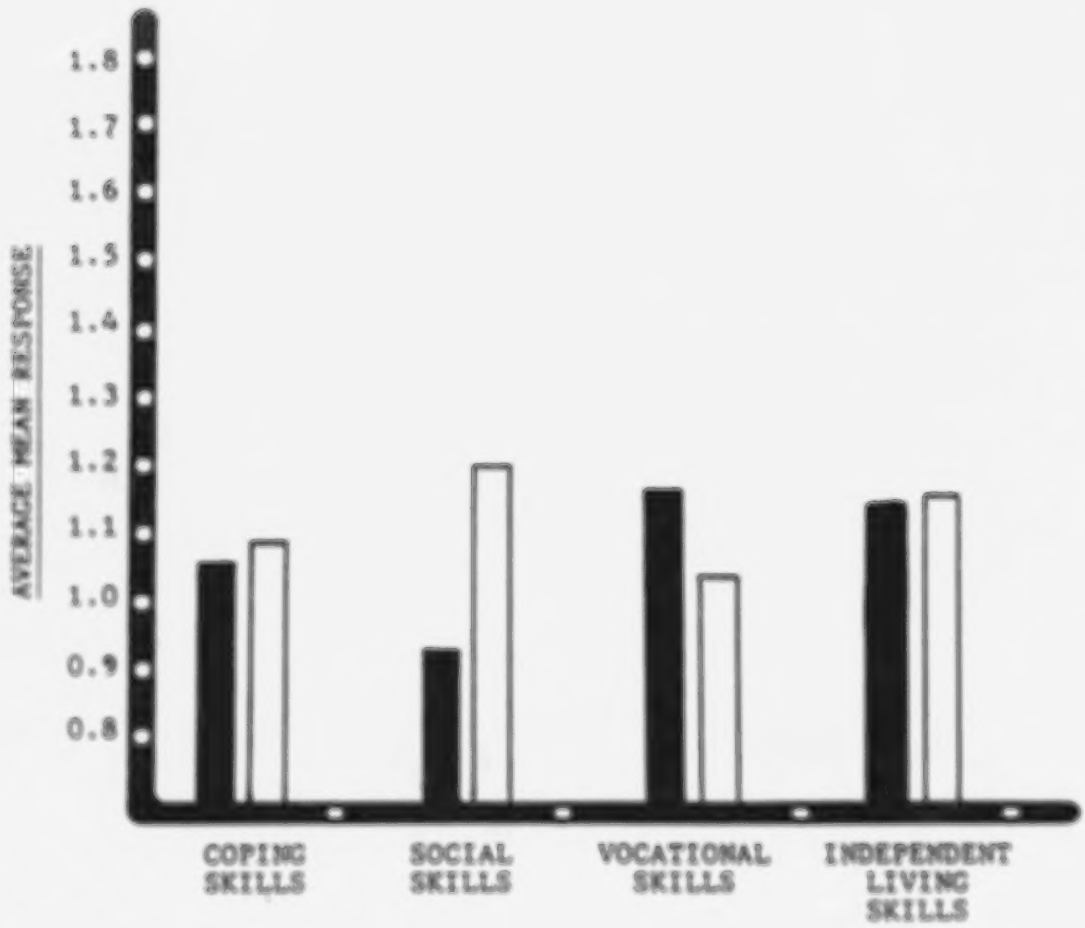

Figure 8: CHANGE IN PERCEPTION OF NEEDS BY LEARNING DISABLED ADULTS (Possibly due to Change in Employment Status)

RCBD Clients/1985-all not employed (n-6)

(Same) RCBD Clients/1987-all employed (n-6)

response scale
0.0 - less important
1.0 - important
2.0 - very important

Limitations of Results

The results of this Needs Assessment cannot be confidently generalized to the LD adult population as a whole because of insufficient sample size and lack of sample randomness. Comprehensive lists of special education students who are of adult age and who have left local high school district programs might provide an appropriate starting point for a larger random sample of LD adults. Similarly, the assessment instrument's validity cannot be established without some independent verification of accuracy of results. Objective verification of needs assessment results could potentially be obtained by corroborating needs priorities with others familiar with the learning disabled adult respondents, or by longitudinal monitoring of needs assessment respondents before and after their response, or other appropriate confirmation/validity measures.

Potential methodological and content limitations of the assessment instrument include:

(a) The general and/or ambiguous wording of the "root" or "base" question. Does the response indicate immediate or longer-term "importance"?

(b) The reading comprehension level of the questions for LD adults. This seems especially important when the surveys are mailed.

(c) The response scale selected. Should there have been a truly "negative" response such as "Not Important"?

(d) The specific "needs" included. Were these needs intrinsically equivalent in severity or importance? Should they be? And should there have been equal numbers of "needs" listed for each of the construct groupings?

(e) The construct grouping of needs. Were these the most useful categories to use? Were questions appropriately allocated to one construct or another?

(f) The demographic dimensions selected. Were these dimensions relevant/important? Are other dimensions equally/more relevant/important (e.g. Respondent Financial Status)?

(g) The setting in which the data was collected. Did the small group setting inhibit male responses (Figure 3), even though participants/respondents did not publicly share their responses?

(h) The matching of LD adults responses with their parents responses. Is this a useful or important consideration?

(i) The lack of comparable longitudinal data, or longitudinal studies of groups of respondents. Longitudinal studies of how perception of needs change over time or with the learning disabled adult's individual status/circumstances could prove very revealing.

...22...

CONCLUSION

RCBD strongly believes that the objectives of this Needs Assessment project have been accomplished. RCBD's three original objectives for this project and their related measures of success are described below.

Objective: To clearly identify the most important needs and problems of learning disabled adults, in order to improve the planning, design and delivery of transition services and to insure that these services will reliably result in vocational and overall success.

> Success Measure: RCBD has effectively modified services planning and delivery. Since the inception of this project RCBD's Vocational Services have received grant support from and been vendorized by the California State Department of Rehabilitation, in recognition of their success in dealing with the vocational skills needs of learning disabled adults.

Objective: To determine the importance of the family's perspective on the needs and problems of learning disabled adults, on the assumption that family support or lack of support for transition efforts is a critical element in their success or failure.

> Success Measure: RCBD has revised its intake, diagnostic and assessment procedures for new clients to more fully involve each client's parents and family.

Objective: To understand and compare the survey responses of clients, parents, and professionals in order to identify needs for consensus building and/or education among these critical members of the transition team.

> Success Measure: The preceding results begin to describe these differences and provide an important starting point for additional research in this area.

The objectives for the grant-funded portion of the project were:

Objective: To statistically analyze and otherwise evaluate the responses to the Needs Assessment survey.

> Success Measure: This Final Report is the accomplishment of this objective. And the results of this project provide an excellent base from which to continue future analysis of the learning disabled population.

Objective: To effectively describe and disseminate the results of the Needs Asessment to other professionals in the field.

> Success Measure: The publishable articles included in this report, and future articles and other means of dissemination of results, accomplish this goal. Increased communication between professionals and agencies in the field has already been evident because of this project, and is expected to continue and expand.

...23...

This project has not definitively described the needs of learning disabled adults, but it has provided a useful starting point for future efforts at understanding this special population.

In conclusion, completion of this Needs Assessment increased understanding and awareness of the needs of LD adults, completed the development of a useful assessment instrument and methodology, improved RCBD services planning and delivery, increased parent/family/client involvement with RCBD, resulted in specific suggestions for additional research concerning the needs of LD adults and suggestions for responding to those needs, and increased contact and "networking" among assessment participants, the Department of Education, 1987 Transition Grant recipients, and others.

APPENDIX a

NEEDS ASSESSMENT INSTRUMENTS

Learning Disabled Adult Survey
Learning Disabled Adult Parent Survey
Professional Survey

INSTRUCTIONS FOR CLIENTS
RCBD Needs Assessment Survey

Answer the Background Questions below.

Read the question.

Be sure you understand the question.

Choose the ONE answer that is best for you.

Check that answer.

Thank you for your help with this survey. We appreciate your time!

Background Questions

1. How old are you? _____
2. Male _____ Female _____
3. What is the highest grade you completed in school? _____
4. Are you living with your parents? Yes _____ No _____
5. Are you employed? Yes _____ No _____
   Part Time _____ Full Time _____

RCBD Needs Assessment Survey

Dear Client,

Please check the one response that best answers the questions below. Thank you for your help. We appreciate your time.

1. How important is it to you to learn to control your inappropriate impulses?

( ) less important ( ) important ( ) very important

2. How important is it to you to learn how to deal constructively with other people in social situations?

( ) less important ( ) important ( ) very important

3. How important is it to you to feel better about yourself?

( ) less important ( ) important ( ) very important

4. How important is it to you to acquire social skills?

( ) less important ( ) important ( ) very important

5. How important is it to you to acquire self help skills?

( ) less important ( ) important ( ) very important

6. How important is it to you to acquire vocational skills?

( ) less important ( ) important ( ) very important

7. How important is it to you to acquire academic skills?

( ) less important ( ) important ( ) very important

8. How important is it to you to become more aware of your emotions?

( ) less important ( ) important ( ) very important

9. How important is it to you to improve your relationship with your parents?

( ) less important ( ) important ( ) very important

10. How important is it to you to learn to be able to be more comfortable in different social situations (in your job, with your friends and family, etc.)?

( ) less important ( ) important ( ) very important

11. How important is it to you to improve your decision making skills?

( ) less important ( ) important ( ) very important

12. How important is it to you to learn to deal with feelings of depression?

( ) less important ( ) important ( ) very important

13. How important is it to you to learn to deal with feelings of worry?

( ) less important ( ) important ( ) very important

14. How important is it to you to learn to control the use of alcohol?

( ) less important ( ) important ( ) very important

15. How important is it to you to learn to avoid misuse of drugs?

( ) less important ( ) important ( ) very important

16. How important is it to you to become a more independent person?

( ) less important ( ) important ( ) very important

17. How important is it to you to learn how to manage money?

( ) less important ( ) important ( ) very important

18. How important is it to you to learn how to plan menus?

( ) less important ( ) important ( ) very important

19. How important is it to you to learn how to buy food?

( ) less important ( ) important ( ) very important

20. How important is it to you to learn how to cook food?

( ) less important ( ) important ( ) very important

21. How important is it to you to learn how to better use public transportation?

( ) less important ( ) important ( ) very important

22. How important is it to you to have a better relationship with your boy friend or girl friend?

( ) less important ( ) important ( ) very important

23. How important is it to you to learn how to shop for clothing?

( ) less important ( ) important ( ) very important

24. How important is it to you to learn how to clean clothing?

( ) less important ( ) important ( ) very important

25. How important is it to you to learn more about staying healthy?

( ) less important ( ) important ( ) very important

26. How important is it to you to know more about your vocational talents?

( ) less important ( ) important ( ) very important

27. How important is it to you to learn better housekeeping skills?

( ) less important ( ) important ( ) very important

28. How important is it to you to learn how to act appropriately in a job setting?

( ) less important ( ) important ( ) very important

29. How important is it to you to improve your job skills?

( ) less important ( ) important ( ) very important

30. How important is it to you to have more friends?

( ) less important ( ) important ( ) very important

31. How important is it to you to have hobbies which you enjoy?

( ) less important ( ) important ( ) very important

32. How important is it to you to participate in more social activities (movies, baseball games, concerts, hikes, etc.)?

( ) less important ( ) important ( ) very important

33. How important is it to you to discuss what is appropriate behavior on dates?

( ) less important ( ) important ( ) very important

34. How important is it to you to understand what the future holds for you?

( ) less important ( ) important ( ) very important

35. How important is it to you to learn to use a check book?

( ) less important ( ) important ( ) very important

36. How important is it to you to learn how to be more comfortable at parties?

( ) less important ( ) important ( ) very important

37. How important is it to you to learn how to control your anger?

( ) less important ( ) important ( ) very important

38. How important is it to you to understand why you feel happy and sad about some things?

( ) less important ( ) important ( ) very important

39. How important is it to you to understand why some people like you and why some people do not like you?

( ) less important ( ) important ( ) very important

40. How important is it to you to know more about your physical limitations?

( ) less important ( ) important ( ) very important

41. How important is it to you to discuss your feelings with others?

( ) less important ( ) important ( ) very important

42. How important is it to you to learn how to write better?

( ) less important ( ) important ( ) very important

43. How important is it to you to discover what kinds of jobs you are best suited for?

( ) less important ( ) important ( ) very important

44. How important is it to you to understand how your learning processes and memory work?

( ) less important ( ) important ( ) very important

45. How important is it to you to improve your reading skills?

( ) less important ( ) important ( ) very important

46. How important is it to you to discover the reasons you have been successful or unsuccessful in previous jobs?

( ) less important ( ) important ( ) very important

47. How important is it to you to learn to do practical mathematics which you use in your everyday life?

( ) less important ( ) important ( ) very important

48. How important is it to you to learn to express yourself verbally?

( ) less important ( ) important ( ) very important

49. How important is it to you to be more in control of your emotions?

( ) less important ( ) important ( ) very important

50. How important is it to you to be able to recognize what others are feeling?

( ) less important ( ) important ( ) very important

comments _____

RCBD Needs Assessment Survey

Dear Parent,

Please check the one response that best answers the question below. Thank you for your help. We appreciate your time.

less important	important	very important		HOW IMPORTANT TO YOUR SON/DAUGHTER ARE EACH OF THE FOLLOWING ITEMS IN BECOMING SUCCESSFUL AND INDEPENDENT?
( )	( )	( )	1.	to control his/her inappropriate impulses
( )	( )	( )	2.	to deal constructively with other people in social situations
( )	( )	( )	3.	to feel better about himself/herself
( )	( )	( )	4.	to acquire social skills
( )	( )	( )	5.	to acquire self help skills
( )	( )	( )	6.	to acquire vocational skills
( )	( )	( )	7.	to acquire academic skills
( )	( )	( )	8.	to become more aware of his/her emotions
( )	( )	( )	9.	to improve his/her relationship with his/her parents
( )	( )	( )	10.	to be able to be more comfortable in different social situations (in his/her job, with his/her friends and family, etc.)
( )	( )	( )	11.	to improve his/her decision making skills
( )	( )	( )	12.	to deal with feelings of depression
( )	( )	( )	13.	to deal with feelings of worry
( )	( )	( )	14.	to control the use of alcohol
( )	( )	( )	15.	to learn to avoid misuse of drugs
( )	( )	( )	16.	to become a more independent person
( )	( )	( )	17.	to learn how to manage money
( )	( )	( )	18.	to plan menus
( )	( )	( )	19.	to buy food
( )	( )	( )	20.	to prepare and cook food

less important	important	very important		HOW IMPORTANT TO YOUR SON/DAUGHTER ARE EACH OF THE FOLLOWING ITEMS IN BECOMING SUCCESSFUL AND INDEPENDENT?
( )	( )	( )	21.	to better use public transportation
( )	( )	( )	22.	to have a better relationship with his/her boyfriend or girl friend
( )	( )	( )	23.	to learn how to shop for clothing
( )	( )	( )	24.	to learn how to clean clothing
( )	( )	( )	25.	to learn more about staying healthy
( )	( )	( )	26.	to know more about his/her vocational abilities
( )	( )	( )	27.	to learn better housekeeping skills
( )	( )	( )	28.	how to act appropriately in a job situation
( )	( )	( )	29.	to improve his/her job skills
( )	( )	( )	30.	have more friends
( )	( )	( )	31.	to have hobbies which he/she enjoy
( )	( )	( )	32.	participate in more social activities (movies, baseball games, concerts, hikes, etc.)
( )	( )	( )	33.	to learn what is appropriate behavior on dates
( )	( )	( )	34.	to understand what the future holds for him/her
( )	( )	( )	35.	to use a check book
( )	( )	( )	36.	to be more comfortable at parties
( )	( )	( )	37.	to control his/her anger
( )	( )	( )	38.	understand why he/she feels happy and sad about some things
( )	( )	( )	39.	to understand why some people like him/her and why some people do not like him/her
( )	( )	( )	40.	to know more about his/her physical limitations

HOW IMPORTANT TO YOUR SON/DAUGHTER ARE EACH OF THE FOLLOWING ITEMS IN BECOMING SUCCESSFUL AND INDEPENDENT?

very important	important	less important		
( )	( )	( )	41.	to discuss his/her feelings with others
( )	( )	( )	42.	to learn how to write better
( )	( )	( )	43.	to discover what kinds of jobs he/she is best suited for
( )	( )	( )	44.	to understand how his/her learning processes and memory work
( )	( )	( )	45.	to improve his/her reading skills
( )	( )	( )	46.	to discover the reasons he/she has been successful or unsuccessful in previous jobs
( )	( )	( )	47.	to do practical mathematics which he/she uses in everyday life
( )	( )	( )	48.	to express themselves verbally
( )	( )	( )	49.	to be more in control of his/her emotions
( )	( )	( )	50.	to be able to recognize what others are feeling

RCBD Needs Assessment Survey
February 1985

COMMENTS

Please comment on any problems or needs which your son/daughter might have that were not covered in preceding questions. Also comment on any other areas of concern you have related to your son/daughter which might help the Center in its assessment of learning disabled young adults.

Thank you again for your assistance.

RCBD Needs Assessment Survey

Dear Professional,

Please check the one response that best answers the question below. Thank you for your help. We appreciate your time.

less important	important	very important		HOW IMPORTANT TO A LEARNING DISABLED ADULT ARE EACH OF THE FOLLOWING ITEMS IN BECOMING SUCCESSFUL AND INDEPENDENT?
( )	( )	( )	1.	to control his/her inappropriate impulses
( )	( )	( )	2.	to deal constructively with other people in social situations
( )	( )	( )	3.	to feel better about himself/herself
( )	( )	( )	4.	to acquire social skills
( )	( )	( )	5.	to acquire self help skills
( )	( )	( )	6.	to acquire vocational skills
( )	( )	( )	7.	to acquire academic skills
( )	( )	( )	8.	to become more aware of his/her emotions
( )	( )	( )	9.	to improve his/her relationship with his/her parents
( )	( )	( )	10.	to be able to be more comfortable in different social situations (in his/her job, with his/her friends and family, etc.)
( )	( )	( )	11.	to improve his/her decision making skills
( )	( )	( )	12.	to deal with feelings of depression
( )	( )	( )	13.	to deal with feelings of worry
( )	( )	( )	14.	to control the use of alcohol
( )	( )	( )	15.	to learn to avoid misuse of drugs
( )	( )	( )	16.	to become a more independent person
( )	( )	( )	17.	to learn how to manage money
( )	( )	( )	18.	to plan menus
( )	( )	( )	19.	to buy food
( )	( )	( )	20.	to prepare and cook food

less important	important	very important		HOW IMPORTANT TO A LEARNING DISABLED ADULT ARE EACH OF THE FOLLOWING ITEMS IN BECOMING SUCCESSFUL AND INDEPENDENT?
( )	( )	( )	21.	to better use public transportation
( )	( )	( )	22.	to have a better relationship with his/her boyfriend or girl friend
( )	( )	( )	23.	to learn how to shop for clothing
( )	( )	( )	24.	to learn how to clean clothing
( )	( )	( )	25.	to learn more about staying healthy
( )	( )	( )	26.	to know more about his/her vocational abilities
( )	( )	( )	27.	to learn better housekeeping skills
( )	( )	( )	28.	how to act appropriately in a job situation
( )	( )	( )	29.	to improve his/her job skills
( )	( )	( )	30.	have more friends
( )	( )	( )	31.	to have hobbies which he/she enjoy
( )	( )	( )	32.	participate in more social activities (movies, baseball games, concerts, hikes, etc.)
( )	( )	( )	33.	to learn what is appropriate behavior on dates
( )	( )	( )	34.	to understand what the future holds for him/her
( )	( )	( )	35.	to use a check book
( )	( )	( )	36.	to be more comfortable at parties
( )	( )	( )	37.	to control his/her anger
( )	( )	( )	38.	understand why he/she feels happy and sad about some things
( )	( )	( )	39.	to understand why some people like him/her and why some people do not like him/her
( )	( )	( )	40.	to know more about his/her physical limitations

less important	important	very important	HOW IMPORTANT TO A LEARNING DISABLED ADULT ARE EACH OF THE FOLLOWING ITEMS IN BECOMING SUCCESSFUL AND INDEPENDENT?
( )	( )	( )	41. to discuss his/her feelings with others
( )	( )	( )	42. to learn how to write better
( )	( )	( )	43. to discover what kinds of jobs he/she is best suited for
( )	( )	( )	44. to understand how his/her learning processes and memory work
( )	( )	( )	45. to improve his/her reading skills
( )	( )	( )	46. to discover the reasons he/she has been successful or unsuccessful in previous jobs
( )	( )	( )	47. to do practical mathematics which he/she uses in everyday life
( )	( )	( )	48. to express themselves verbally
( )	( )	( )	49. to be more in control of his/her emotions
( )	( )	( )	50. to be able to recognize what others are feeling

RCBD Needs Assessment Survey
February 1985

COMMENTS

Please comment on any problems or needs which a learning disabled adult might have that were not covered in preceding questions. Also comment on any other areas of concern you have related to learning disabilities which might help the Center in its assessment.

Thank you again for your assistance.

APPENDIX b

PROFESSIONAL ADVISORY BOARD

Laurel Best
Rhys Burchill
Francis M. Crinella, PhD
Jeannette Johnson
Kate Koch
Al Marshall, PhD
Daryl Mellard
Caryl Miller
Margaret Mutti
Nonnie Star, MSW

Appendix B: PROFESSIONAL ADVISORY BOARD

Laurel Best
Admissions Counselor-Special Populations
Cypress Community College
Cypress, California

Rhys Burchill
Executive Director
Developmental Disabilities Area Board XI
State of California
Tustin, California

Francis M. Crinella, PhD
Director
Developmental Research Institutes
State of California
Costa Mesa, California

Jeannette Johnson
Director
Project Workability
Huntington Beach Union High School District
Huntington Beach, California

Kate Koch
Director
Learning Disabilities Center
Dominican College
San Rafael, California

Al Marshall, PhD
Coordinator of Special Education
Department of Education
California State University, Chico
Chico, California

Daryl Mellard
Director
Institute for Research in Learning Disabilities
University of Kansas
Lawrence, Kansas

Caryl Miller
Coordinator
Special Education Department
Orange County Department of Education
Costa Mesa, California

Margaret Mutti
Director
Bay Area Community Services, Inc.
Lafayette, California

Nonnie Star, MSW
Program Coordinator of the Learning Disabled
Adelphi University Social Service Center
Adelphi University
Long Island, New York

APPENDIX C

TABLE OF MEANS
of responses to each question and construct
by 21 learning disabled adult groups
and
by 2 non-learning disabled adult groups

TABLE OF MEANS

Groupings of Learning Disabled Adult Respondents

page 1-A

Assessment Question	Needs Category*	Total Learning Disabled Young Adults (n=89) (2)+(5)+(6)	Total RCBD Clients (n=61) (3)+(4)-(7)(1985)	RCBD Clients (1985) (n=28)	RCBD Clients (1987) (n=42)	NOCROP (n=13)	Centennial (n=15)	RCBD Clients/1985 Re-Surveyed/1987(1) (n=9)
		(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	C	1.375	1.333	1.321	1.344	1.538	1.400	1.000
2	S	1.382	1.295	1.321	1.273	1.462	1.667	1.222
3	C	1.562	1.557	1.536	1.576	1.769	1.400	1.444
4	S	1.393	1.377	1.286	1.455	1.077	1.733	.778
5	I	1.416	1.361	1.357	1.364	1.308	1.733	.889
6	V	1.557	1.483	1.464	1.500	1.692	1.733	1.222
7	V	1.258	1.180	1.143	1.214	1.077	1.733	.889
8	C	1.364	1.333	1.286	1.375	1.308	1.533	1.111
9	S	1.292	1.262	1.250	1.273	1.231	1.467	1.333
10	S	1.523	1.550	1.500	1.594	1.231	1.667	1.333
11	C	1.539	1.475	1.464	1.485	1.538	1.800	.889
12	C	1.494	1.443	1.464	1.424	1.615	1.600	1.000
13	C	1.360	1.197	1.107	1.273	1.692	1.733	.778
14	C	.876	.869	.750	.970	1.154	.667	.444
15	C	.899	.869	.679	1.030	1.231	.733	.556
16	I	1.708	1.672	1.679	1.667	1.769	1.800	1.556
17	I	1.685	1.656	1.607	1.697	1.769	1.733	1.443
18	I	1.057	.898	.929	.871	1.308	1.467	1.111
19	I	1.180	1.049	.964	1.121	1.462	1.467	.889
20	I	1.090	1.000	1.071	.939	1.308	1.267	.889
21	I	.989	.836	.786	.879	1.615	1.067	.333
22	S	1.326	1.197	1.321	1.091	1.846	1.400	.556
23	I	1.213	1.115	1.250	1.000	1.692	1.200	.440
24	I	1.101	1.000	1.000	1.000	1.692	1.000	1.000
25	I	1.506	1.443	1.393	1.485	1.462	1.800	1.444
26	V	1.443	1.433	1.429	1.438	1.385	1.533	1.000
27	I	1.045	1.016	.893	1.121	1.231	1.000	.778
28	V	1.539	1.508	1.464	1.545	1.385	1.800	1.556
29	V	1.674	1.656	1.607	1.697	1.615	1.800	1.556
30	S	1.371	1.344	1.357	1.333	1.769	1.133	1.778

* C: Coping Skills
S: Social Skills
V: Vocational Skills
I: Independent Living Skills

(1) These data are part of "RCBD Clients (1985)" and "RCBD Clients (1987)". Only the 1987 responses are included in "Total RCBD Clients."

TABLE OF MEANS

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Groupings of Learning Disabled Adult Respondents

Assessment Question	Needs Category*	Total Learning Disabled Young Adults (n=89) (2)+(5)+(6)	Total RCBD Clients (n=61) (3)+(4)-(7)(1985)	RCBD Clients (1985) (n=28)	RCBD Clients (1987) (n=42)	NOCROP (n=13)	Centennial (n=15)	RCBD Clients/1985 Re-Surveyed/1987 (1) (n=9)
		(1)	(2)	(3)	(4)	(5)	(6)	(7)
31	S	1.281	1.148	.964	1.303	1.769	1.400	1.444
32	S	1.281	1.230	1.107	1.333	1.615	1.200	1.444
33	S	1.090	1.016	1.143	.909	1.308	1.200	.778
34	I	1.659	1.700	1.714	1.688	1.231	1.867	1.889
35	I	1.303	1.344	1.357	1.333	1.231	1.200	1.444
36	S	1.101	.984	1.036	.939	1.615	1.133	1.444
37	C	1.449	1.393	1.286	1.485	1.615	1.533	1.333
38	C	1.292	1.246	1.179	1.303	1.385	1.400	1.222
39	S	1.180	1.115	1.000	1.212	1.615	1.067	1.000
40	C	1.315	1.246	1.214	1.273	1.385	1.533	1.111
41	C	1.270	1.213	1.250	1.182	1.615	1.200	1.556
42	V	1.270	1.098	.929	1.242	1.385	1.867	1.111
43	V	1.506	1.525	1.607	1.455	1.462	1.467	1.111
44	V	1.449	1.393	1.393	1.394	1.231	1.867	.889
45	V	1.247	1.033	.893	1.142	1.385	2.000	.667
46	V	.393	1.393	1.357	1.424	1.231	1.533	1.333
47	I	1.292	1.295	1.179	1.394	1.077	1.467	1.333
48	S	1.427	1.361	1.464	1.273	1.615	1.533	1.333
49	C	1.427	1.344	1.286	1.394	1.769	1.467	1.556
50	C	1.420	1.367	1.393	1.344	1.538	1.533	1.333
Needs Categories								
Coping Skills		1.332	1.279	1.245	1.310	1.511	1.395	1.117
Social Skills		1.303	1.239	1.229	1.249	1.513	1.383	1.204
Vocational Skills		1.434	1.370	1.355	1.406	1.385	1.733	1.156
Ind. Living Skills		1.303	1.243	1.222	1.243	1.440	1.433	1.144

* C: Coping Skills
S: Social Skills
V: Vocational Skills
I: Independent Living Skills

(1) These data are part of "RCBD Clients (1985)" and "RCBD Clients (1987)". Only the 1987 responses are included in "Total RCBD Clients."

TABLE OF MEANS

Groupings of Learning Disabled Adult Respondents by Demographics (2)

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Assessment Question	Needs Category*	Males (n=54)	Females (n=34)	Not Employed (n=47)	Total Employed (n=41)	Full Time Employed (n=20)	Part Time Employed (n=21)	Living at home (n=62)	Not living at home (n=26)
		(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
1	C	1.264	1.408	1.500	1.220	1.100	1.333	1.344	1.423
2	S	1.389	1.382	1.340	1.439	1.350	1.524	1.290	1.615
3	C	1.537	1.588	1.660	1.439	1.300	1.571	1.548	1.577
4	S	1.333	1.500	1.277	1.537	1.550	1.524	1.403	1.385
5	I	1.407	1.471	1.340	1.537	1.500	1.571	1.387	1.538
6	V	1.491	1.676	1.500	1.634	1.700	1.571	1.557	1.577
7	V	1.185	1.353	1.298	1.195	1.250	1.143	1.161	1.462
8	C	1.358	1.382	1.248	1.390	1.500	1.286	1.361	1.385
9	S	1.222	1.412	1.340	1.244	1.200	1.286	1.274	1.346
10	S	1.491	1.588	1.413	1.659	1.600	1.714	1.508	1.577
11	C	1.500	1.618	1.511	1.585	1.650	1.524	1.548	1.538
12	C	1.463	1.529	1.489	1.488	1.600	1.381	1.468	1.538
13	C	1.241	1.588	1.426	1.317	1.400	1.238	1.323	1.500
14	C	.833	.971	.872	.902	1.000	.810	.952	.731
15	C	.778	1.118	.979	.829	.950	.714	.855	1.038
16	I	1.704	1.706	1.681	1.732	1.750	1.714	1.645	1.846
17	I	1.593	1.824	1.766	1.585	1.600	1.571	1.716	1.577
18	I	.962	1.235	1.109	1.025	1.200	.850	1.033	1.154
19	I	1.148	1.265	1.234	1.146	1.150	1.143	1.161	1.269
20	I	1.019	1.235	1.106	1.098	1.050	1.143	1.081	1.154
21	I	.944	1.088	1.043	.951	.800	1.095	1.000	1.000
22	S	1.204	1.559	1.468	1.195	1.350	1.048	1.339	1.346
23	I	1.074	1.471	1.340	1.098	.950	1.238	1.226	1.231
24	I	1.000	1.294	1.191	1.024	.900	1.143	1.145	1.038
25	I	1.444	1.647	1.468	1.585	1.600	1.571	1.468	1.654
26	V	1.434	1.471	1.435	1.463	1.400	1.524	1.459	1.423
27	I	.944	1.235	1.128	.976	.800	1.143	1.161	.808
28	V	1.593	1.471	1.447	1.659	1.650	1.667	1.532	1.577
29	V	1.630	1.765	1.617	1.756	1.700	1.810	1.742	1.538
30	S	1.296	1.500	1.532	1.146	1.250	1.143	1.419	1.269

* C: Coping Skills
S: Social Skills
V: Vocational Skills
I: Independent Living Skills

(2) "Total Learning Disabled Young Adults" responses are n=89 and the demographics partitions of these data are n=88 because one respondent did not complete the demographic portion

TABLE OF MEANS

Groupings of Learning Disabled Adult Respondents by Demographics (2)

page 2-B

Assessment Question	Needs Category*	Males (n=54)	Females (n=34)	Not Employed (n=47)	Total Employed (n=41)	Full Time Employed (n=20)	Part Time Employed (n=21)	Living at home (n=62)	Not living at home (n=26)
		(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
31	S	1.241	1.382	1.426	1.146	1.000	1.286	1.306	1.269
32	S	1.204	1.441	1.362	1.220	1.200	1.238	1.290	1.308
33	S	.926	1.382	1.191	1.000	.950	1.048	1.081	1.154
34	I	1.698	1.618	1.587	1.756	1.800	1.714	1.672	1.654
35	I	1.278	1.353	1.319	1.293	1.300	1.286	1.387	1.115
36	S	1,019	1.235	1.170	1.024	1.150	.905	1.000	1.346
37	C	1.463	1.471	1.511	1.415	1.400	1.429	1.516	1.346
38	C	1.204	1.441	1.340	1.244	1.050	1.429	1.339	1.192
39	S	1.074	1.353	1.298	1.049	1.050	1.048	1.177	1.192
40	C	1.259	1.441	1.340	1.317	1.450	1.190	1.323	1.346
41	C	1.241	1.324	1.362	1.171	1.100	1.238	1.290	1.231
42	V	1.120	1.529	1.277	1.293	1.400	1.190	1.306	1.231
43	V	1.481	1.559	1.596	1.415	1.400	1.429	1.516	1.500
44	V	1.444	1.441	1.447	1.439	1.500	1.381	1.452	1.423
45	V	1.111	1.471	1.213	1.293	1.400	1.190	1.177	1.423
46	V	1.407	1.353	1.362	1.415	1.500	1.333	1.355	1.462
47	I	1.168	1.500	1.319	1.268	1.100	1.429	1.306	1.269
48	S	1.463	1.412	1.468	1.415	1.550	1.286	1.419	1.500
49	C	1.333	1.588	1.511	1.341	1.400	.644	1.419	1.462
50	C	1.396	1.471	1.391	1.463	1.600	1.333	1.410	1.462
Needs Categories									
Coping Skills		1.278	1.433	1.375	1.294	1.321	1.269	1.336	1.341
Social Skills		1.238	1.429	1.357	1.260	1.267	1.254	1.292	1.359
Vocational Skills		1.391	1.509	1.419	1.456	1.490	1.424	1.426	1.462
Ind. Living Skills		1.242	1.424	1.330	1.292	1.250	1.333	1.315	1.308

* C: Coping Skills
S: Social Skills
V: Vocational Skills
I: Independent Living Skills

(2) "Total Learning Disabled Young Adults" responses are n=89 and the demographics partitions of these data are n=88 because one respondent did not complete the demographic portion of the questionnaire.

Assessment Question	Skills Category*	Groupings of Learning Disabled adult Respondents by Demographics (2): Ages: 18-25 years (n=46) (114)	Ages: 26-35 years (n=38) (117)	Ages: 36+ years (n=6) (118)	Education: 8-9 years (n=10) (119)	Education: 10-12 years (n=61) (120)	Education: 13+ years (n=34) (121)	Non-Learning Disable adult Respondents: Parents of LD Adults (n=26) (122)	Professionals familiar with LD Adults (n=16) (123)
1	C	.364	.351	.500	.600	.349	.294	.346	.688
2	S	.318	.447	.500	.700	.359	.294	.692	.688
3	C	.323	.658	.167	.800	.531	.500	.692	.625
4	S	.341	.421	.667	.400	.426	.353	.462	.375
5	I	.364	.500	.500	.700	.393	.429	.654	.250
6	V	.500	.368	2.000	.800	.508	.647	.808	.688
7	V	.136	.263	2.000	.600	.282	.294	.192	.875
8	C	.250	.486	.500	.200	.361	.429	.385	.188
9	S	.318	.263	.333	.400	.313	.147	.961	.625
10	S	.432	.622	.667	.800	.476	.571	.500	.188
11	C	.500	.526	.000	.600	.762	.429	.769	.625
12	C	.273	.658	2.000	.300	.484	.647	.346	.000
13	C	.295	.421	.667	.500	.359	.353	.269	.000
14	C	.795	.800	.833	.400	.800	.571	.615	.375
15	C	.795	.826	.000	.800	.964	.794	.769	.375
16	I	.614	.763	2.000	.700	.750	.500	.731	.438
17	I	.682	.684	.667	.700	.734	.429	.731	.063
18	I	.023	.184	.333	.700	.068	.794	.962	.500
19	I	.159	.211	.333	.700	.172	.029	.000	.813
20	I	.091	.132	.000	.200	.189	.000	.885	.577
21	I	.955	.053	.000	.900	.963	.706	.654	.875
22	S	.250	.474	.667	.500	.313	.353	.192	.813
23	I	.250	.289	.667	.500	.219	.059	.769	.500
24	I	.136	.158	.667	.200	.148	.059	.654	.438
25	I	.409	.579	2.000	.700	.500	.500	.000	.000
26	V	.386	.606	.667	.500	.443	.676	.615	.375
27	I	.182	.079	.667	.300	.295	.000	.692	.438
28	V	.023	.658	.667	.400	.967	.853	.769	.875
29	V	.682	.684	.667	.700	.705	.676	.923	.563
30	S	.364	.474	.833	.300	.375	.429	.423	.750

* C: Coping Skills
S: Social Skills
V: Vocational Skills
I: Independent Living Skills

(2) "Total Learning Disabled Young Adults" responses are null and the demographics portions of these data are null because one respondent did not complete the demographic portion of the questionnaire.

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Assessment Question	Domain Composite	Groupings of Learning Disabled Adult Respondents by Demographics (2): Ages: 18-21 years (n=44)	Ages: 22-29 years (n=36)	Ages: 30+ years (n=8)	Education Level: 0-8 years (n=33)	Education Level: 9-12 years (n=44)	Education Level: 13+ years (n=11)	Percentage of LD Adults (n=28)	Professionally Diagnosed with LD Adults (n=15)
		(18)	(17)	(18)	(19)	(20)	(21)	(22)	(23)
Q1	S	1.250	1.421	.833	1.300	1.250	1.300	1.269	.813
Q2	S	1.227	1.421	1.000	1.200	1.205	1.429	1.346	.873
Q3	S	1.045	1.211	.833	1.300	1.182	1.143	1.192	.813
Q4	I	1.523	1.784	2.000	1.700	1.614	1.714	1.769	.938
Q5	I	1.250	1.342	1.500	1.200	1.318	1.286	1.308	.750
Q6	S	.977	1.263	1.000	1.300	1.047	1.071	1.154	.500
Q7	C	1.386	1.579	1.333	1.400	1.454	1.429	1.385	1.063
Q8	C	1.182	1.474	1.000	1.200	1.318	1.286	1.423	1.063
Q9	S	1.045	1.342	1.167	1.100	1.100	1.214	1.346	.938
Q10	C	1.250	1.395	1.500	1.300	1.205	1.300	1.000	1.250
Q11	C	1.273	1.263	1.333	1.000	1.250	1.571	1.231	1.063
Q12	V	1.273	1.211	1.833	1.100	1.318	1.286	1.000	.688
Q13	V	1.500	1.500	1.667	1.100	1.363	1.571	1.538	1.688
Q14	V	1.273	1.579	1.833	1.500	1.432	1.300	1.346	1.063
Q15	V	1.000	1.447	1.833	1.500	1.159	1.214	.923	.938
Q16	V	1.159	1.579	1.833	1.200	1.273	1.571	1.462	1.625
Q17	I	1.295	1.263	1.500	1.400	1.281	1.286	1.192	1.250
Q18	S	1.250	1.632	1.667	1.600	1.614	1.500	1.385	1.375
Q19	E	1.318	1.579	1.333	1.300	1.432	1.429	1.385	1.375
Q20	E	1.318	1.368	1.500	1.600	1.297	1.429	1.500	1.125
Domain Composites									
Coping Skills		1.252	1.427	1.405	1.314	1.304	1.327	1.294	1.324
Social Skills		1.323	1.415	1.222	1.423	1.289	1.333	1.327	.979
Vocational Skills		1.334	1.497	1.800	1.440	1.427	1.479	1.438	1.338
Ind. Living Skills		1.282	1.343	1.345	1.479	1.304	1.376	1.343	.837

* C: Coping Skills
S: Social Skills
V: Vocational Skills
I: Independent Living Skills

(2) "Total Learning Disabled Young Adults" responses are n=80 and the demographics percentages of these data are n=80 because one respondent did not complete the demographic portion of the questionnaire.

APPENDIX d

SUGGESTIONS FOR ADDITIONAL RESEARCH CONCERNING THE NEEDS OF LEARNING DISABLED ADULTS

Suggestions for Additional Research Concerning the Needs of Learning Disabled Adults

The following suggestions are based on the Needs Assessment results and BCSD's experience with the learning disabled adult population.

1. Conduct randomized needs assessments of learning disabled adults. Comprehensive lists of special education students with a primary diagnosis of learning disability could be used as the basis for randomly selecting and contacting a sample population of learning disabled adults at an appropriate time post-separation from the district providing service, or at a certain desired respondent age(s).

2. Conduct more specific needs assessments of learning disabled adults, such as: (a) longitudinal studies of how perception of needs changes over time or with the learning disabled adult's individual status/circumstances; (b) more time specific assessments which attempt to differentiate between perceptions of immediate or short-term need importance and longer-term need importance; and (c) more content specific assessment focused on more distinct types of potential services or needs.

3. Conduct more comprehensive socio-econmic and demographic background surveys of learning disabled adults and their families, with the intention, among others, of estimating the cost to the family and society of maintaining a learning disabled adult who does not become self-sufficient.

4. Investigate the interaction between a learning disabled adult's: goals and aspirations; awareness/acceptance of abilities and limitations; need for coping, behavioral, social, vocational, independent living, and other skills; family or other social support system; and other equally important factors. Develop an affective, holistic, interactive model of the learning disabled adult's "lifespace" useful for program and services planning, and other forms of decision-making relevant to this unique population.

5. Survey services approaches/methods/programs for similar populations to determine their potential applicability to learning disabled adults.

6. Attempt to objectively validate needs assessment results. Objective verification of needs assessment results potentially could be obtained by corroborating needs priorities with individuals familiar with the learning disabled adult respondents, or by longitudinal monitoring of needs assessment respondents before and after their response, or other apropriate confirmation/validity measures.

7. Research specific physiologic, cognitive, and psychologic descriptors of learning disability in adults with the intention of more accurately linking these to specific diagnoses of individual abilities and deficits, and then linking these diagnoses to more specifically appropriate individual remedial plans.

APPENDIX e

STRATEGIES FOR RESPONDING TO IDENTIFIED NEEDS
OF LEARNING DISABLED ADULTS

Strategies for Responding to Identified Needs of Learning Disabled Adults

The following strategies are based on the Needs Assessment results and RCBD's experience with the learning disabled adult population. These strategies are best seen as preliminary suggestions for further consideration.

1. Improve coordination and sharing of information between district programs serving learning disabled/special education students and local agencies serving learning disabled adults.

2. Facilitate the transition of special education students leaving the high school district, who are still in need of additional assistance, to agencies serving learning disabled adults.

3. Promote the establishment of local referral agencies with the ability to identify and disseminate information about local agencies and programs providing service to learning disabled adults, and to respond to inquiries from learning disabled adults or their families.

4. Promote the increased availability of personal counseling for learning disabled adults.

5. Develop and operationalize methods to more clearly define personal behavioral and vocational skill strengths and deficits in learning disabled adolescents and adults, and encourage realistic goal-setting and expectations by students, adults and their parents based on these strengths and deficits.

6. Increase emphasis on and development of effective curricula and methods for teaching social and vocational skills to learning disabled adolescents and adults, especially in the special education setting.

7. Develop standards for comprehensive program planning for special education students and adults which includes behavioral and vocational skills, and the active participation of the learning disabled students, adults and their parents and families.

8. Increase provision of independent living skills training for learning disabled adults at the community college level.

9. Increase social contact/expression opportunities for learning disabled adults, especially coeducational recreational opportunities.

10. Sponsor legislation legitimizing learning disabled adults as a special population eligible for an expanded range of government supported or mandated services, similar to other adult handicapped or disabled populations.

11. Review curent priorities, curricula and services for special education programs in the context of current and future research

and needs assessment data. Institutionalize a feedback loop to planning for long-term special education services from these sources at the state level.

12. Establish a statewide clearninghouse for information and networking pertaining to the needs of and services for learning disabled adults.

APPENDIX f

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Appendix F: BIBLIOGRAPHY/REFERENCES

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